



SCHOOL LIFE

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CHILDREN TAUGHT BY DOING AS WELL AS BY BOOKS.

Moraine Park School at Dayton, Ohio, Adopts Unconventional Methods—Students Do Practical Things—Organized on Threefold Idea of Student Activity, Citizenship, and Solvency—"A Quiet Kind of Laboratory Work."

By FRANK D. SLUTZ, *Director.*

When I was called in 1917 from the superintendency of the schools of district No. 1, Pueblo, Colo., to direct the Moraine Park School, it was merely an idea in the minds of a group of forward-looking Dayton engineers, men of wealth. Embodying the spirit engendered in Dayton by the flood of 1915, a spirit of sharing and of extending neighborliness, they proposed to found a school, privately financed, in which educational principles might be tried out. Engineerlike, these men believe more in demonstration than in argument. They chose me, a public-school man, to govern the project, and I in turn chose public-school teachers to aid me. We wanted progress based upon a knowledge of actual school conditions rather than upon mere fanciful theories. Furthermore, we wanted a school covering the whole gamut of public-school work, 12 years, up to college entrance. Again, by an adjustment of tuition by a secret committee of the board of directors, we have charged each parent in terms of his wealth, thus insuring the perpetuation of a student body which represents all classes of society.

In the month of June, 1917, we began our work with 33 children—boys. We had not even a building. We wanted the pupils to pioneer with us, and to help us build a school which should be their school, not our school—not a teachers' school. So we took a large greenhouse and refitted it for school purposes. We are still using this building, but have in the meantime built a beautiful model primary building; have received a gift of a 20-acre campus 8 miles south of Dayton, on which one permanent building is now erected; have increased our total enrollment to 210 this year, all grades from bottom to top—boys and girls; have plans ready for other buildings and for abandoning the greenhouse.

We shall not increase beyond 225 pupils as a maximum, believing that educational phenomena may be observed in a one-cylinder engine as well as in a six-cylinder. Being privately supported, we are free to experiment. But our hope and aim

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ADEQUATE FINANCIAL SUPPORT FOR HIGHER EDUCATION.

Attendance in Higher Institutions at Flood Tide—Average Cost of College Education Is \$365 a Year—Increased Fees, Greater Appropriations, and More Junior Colleges Are Required.

By GEORGE F. ZOOK.

Adequate financial support for higher education in the United States, is a subject which has engaged the attention of many of the best minds in the country for a number of years, and doubtless will continue to engage it for a long time. The problem is fundamental in American life.

From 1890 to 1918 the total population of the United States, according to reliable estimates, increased about 68 per cent. During the same period the attendance at colleges and universities increased more than twice as much, 139 per cent. It is clear, therefore, that larger and larger proportions of our young men and women are seeking the advantages of a college education. Indeed, it is interesting to realize that of every 1,000 pupils who enter the elementary schools 139 graduate from high school. Of these 72, or 51 per cent, enter college, and 23 of these graduate from college. This is a much higher

proportion than 20 years ago. The percentage of young men and women who go to college and graduate from college has nearly doubled in that time.

Accurate statements of attendance for the past year have recently been gathered from almost one-half of the higher institutions. These statements show an increase of exactly 25 per cent over the attendance for 1916-17. In the following year the attendance was somewhat smaller on account of the war. On the basis of these facts it seems that the attendance at colleges and universities during 1919-20 must have been more than 425,000.

The old competition for students has largely disappeared. But what else can one expect when it is realized that of all parts of our educational system the secondary schools have made the largest advance during the past 28 years, namely, 710 per cent. Not many years ago high schools were few and were generally regarded only as preparatory schools for college. Since that time the secondary schools have come into their own, and although the proportion of high-school graduates who go to college is diminishing yet the total number has grown to

be so large that it is fast becoming a flood tide that is overwhelming the higher institutions.

Causes Are Deep and Abiding.

The causes for this extraordinary situation are not ephemeral. They are deep and abiding. Leadership in present-day industry requires technical training through years, not months. Proficiency in the professions is gained only by years of study in the laboratory and library. The young men and women of the country are determined to avail themselves of these opportunities in order that they may make the world a better place to live in for themselves and their posterity. The flocking of students to higher institutions in this generation is the best assurance of prosperity in the future. Refusal on our part to prepare for them would be criminal negligence. The money must be forthcoming.

What of the professors and instructors who bear the responsibility for instructing the increasing tide of college students? It goes without saying that their number has more than doubled in the past generation. After years devoted to collegiate and postgraduate study what is the compensation of the faculty that trains our future leaders in industry, commerce, agriculture, the professions, and public life? It has ever been the lot of the teacher to serve in newness of spirit unstimulated by an adequate financial compensation. If history has any lesson it is that the teacher can never expect to be rich in this world's goods.

Mechanics Paid More Than Professors.

In the fall of 1919 the Bureau of Education secured complete information concerning the individual salaries paid in about two-thirds of the higher institutions of the country. On the basis of these returns it was found that college professors in public institutions received \$3,000; in privately supported institutions, \$2,000; that assistant professors are paid in public institutions \$2,000; in privately supported institutions, \$1,800; that instructors get \$1,500 in public institutions and \$1,200 in private institutions. Is it any wonder that college professors by the hundreds have been tempted away from their classrooms to accept positions in industry and business where the remuneration in public esteem is less but the pay more? Under present conditions structural iron workers, carpenters, and painters are all better off than assistant professors, and a hod carrier may look with compassion on an

instructor in college. College professors capable of doing superior work can not forever be retained in public service unless they have a more adequate remuneration for their valuable services. The money must be forthcoming.

Costs Increase Every Year.

It might be assumed from this review of college salaries that it is not a very expensive matter to give a young man a college education. This assumption would be erroneous. It is expensive, and it is yearly growing more expensive. In 1892 a college education cost on the average \$68 per year, in 1918 it cost \$365 per year, or more than five times the cost 26 years ago. Much of the additional expense for a college education arises from the growing necessity for technical apparatus, laboratories, and machinery for modern collegiate instruction. Since 1918, the year to which the annual expenditure of \$365 applies, there has been, as every one knows, very great increase in the cost of all physical appliances in colleges and universities, as well as of buildings and grounds. For all these things, therefore, more money must be forthcoming.

Now let us turn for a time to the conditions facing the publicly supported higher institutions as distinguished from the privately supported colleges and universities. State supported higher education in this country is of comparatively recent origin. To the privately supported colleges goes the honor of keeping lighted the torch of higher education throughout all the early history of this country. Even yet they outnumber, according to the list compiled by the Bureau of Education, the publicly supported institutions by 560 to 112. By reason of the Morrill land-grant act of 1862, however, every State in the Union now has at least one State college or university and many of the States have several.

Private Institutions Have Been Outstripped.

For a time the privately supported higher institutions competed on an equal if not superior footing with the new State colleges and universities. In recent years, however, the publicly supported institutions are leaving the great majority of them behind. In 1892 the income from endowments, chiefly held by the private colleges, formed 18.5 per cent of the total income of all higher institutions; in 1918 it had been reduced to 14.6 per cent. During the same period the percentage of income derived from State and city appropriations increased from 10.6 per cent to 27.2 per cent, and almost all of it went for the support of public institutions.

Again, the increase in the income received from endowments for a period of 10 years was 85 per cent, whereas during the same period the increase of funds appropriated by States and cities was 176 per cent. It is clear that unless there is a very large increase in the endowments of privately supported colleges the difference in the financial support given the two kinds of institutions will continue to grow greater and greater. That the friends of the privately supported colleges appreciate this fact is evidenced by the strenuous and fairly successful efforts to add to their endowments.

Costs \$365 A Year Per Student.

The average annual expenditure by the colleges for each student is \$365, but there are 82 colleges in this country which spend only \$100 to \$150 per year for each student; 66 that spend from \$50 to \$100; and 12 that have less than \$50 per year to spend on each student. Only one conclusion can be drawn: Students will avoid these institutions and go to the better-equipped State colleges and universities.

That they are already doing so is apparent from the most casual examination. In the 28 years from 1890 to 1918 the total enrollment at private institutions increased only 113 per cent, whereas public institutions forged ahead 309 per cent. During the three years from 1916 to 1919-20 the increase in student attendance at privately supported colleges was 20 per cent; in publicly supported institutions, 31 per cent.

Many Items Require More Money.

What are the conclusions to be drawn from this picture of the problem confronting higher education in this country, with particular reference to the State institutions? They are: (1) The salaries of college faculties are wholly inadequate. It takes money to raise salaries. (2) Notwithstanding the low standard of salaries, the increase in the cost per student for collegiate education has been exceedingly heavy. It takes money to meet this mounting cost of education. (3) The increase in student attendance at colleges and universities has been very large. It takes money to educate this increased number of students. (4) The privately supported colleges are unable to meet the increasing cost of education, and consequently greater and greater proportions of students are flocking to the State colleges and universities. It takes money in large amounts to defray the expenses of higher education in our State institutions.

The solution of this problem lies largely in the determination to solve it.

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FOR THE CELEBRATION OF THE BIRTHDAY OF JOHANN AMOS COMENIUS.

Born at Nivnitz, Moravia, March 28, 1592.

GREAT EDUCATORS, whose work made possible or gave form and spirit to our systems of education, have received no special honor in the schools.

These men and women have wrought out the very foundations of civilization and contributed generously to human progress. It is fitting that they should be remembered in our schools and that our children and youth should know of them and their work.

I suggest therefore that the three hundred and twenty-ninth anniversary of the birth of Johann Amos Comenius be observed with appropriate exercises in schools and colleges on March 28, and that the one hundred and twenty-fifth anniversary of the birth of Horace Mann be observed likewise on May 4.

Teachers can tell the children about them and how they have affected the schools and the life of this country. They can also tell something of the conditions of education at the time they lived and of their ideals.

In high schools, normal schools, colleges, and universities the program can be made somewhat more elaborate, but an important part of it in every case should be a brief address on the life and work of the man, the anniversary of whose birth is celebrated, and a more comprehensive account of what he did for education and how and at what sacrifice he did it, and how his work has affected the schools and the life of the people. At no place should the program take more than an hour.—*P. P. Clarton.*

SUGGESTIONS FOR A PROGRAM FOR ELEMENTARY SCHOOLS.

By KATHERINE M. COOK.

1. Roll call.

Answer with maxims or quotations from Comenius.

2. A Bohemian Folk

Dance -----Pupils of the school.

In costumes made by the class or gathered from homes of Bohemian people when there are any in the community.

3. What Our School Owes to Comenius.

The teacher.

A. Organization.

B. Illustrated textbooks.

4. A Story—The First Picture Book.

Pupil.

Use comparisons of illustrations in old textbooks brought from home and books now used in the school. Show *Orbis Pictus*.

5. Bohemian Folk Song.

Use piano or Victrola.

6. The Birthplace of Comenius.—Pupil.

Show map of Czechoslovakia; picture of Comenius; stories of Czech life, such as their part in the war or their love for and universal practice of athletics.

7. Story of the Sokols.—Pupil.

8. Reading from the Geographic News Bulletin.—Selected pupils.

Number devoted to Comenius and his country.

9. The Czechoslovakian national anthem.

The school.

10. The Star-Spangled Banner.

NOTE.—It would be interesting to have the school participate in some gymnastics or athletic games of the Czechoslovakian national athletic society, the Sokol. If procurable, slides showing appropriate pictures may be used.

EPIGRAMS FROM THE WRITINGS OF COMENIUS.

Selected by J. F. ABEL.

To instruct the young is not to beat into them by repetition a mass of words, phrases, sentences, and opinions gathered out of authors; but it is to open their understanding through things.

We must offer to the young, not the shadows of things, but the things themselves, which impress the senses and the imagination. Instruction should commence with a real observation of things and not with a verbal description of them.

It should be the parents' first care to preserve the health of their offspring, since children can not be trained successfully unless they be lively and vigorous.

The joy of the heart is the very life-spring of man. Parents ought to be especially careful never to allow their children to be without delights.

No one will therefore doubt that one boy sharpens the genius of another boy more than any one else can.

Whatever first attaches to the tender age of children, whether good or bad, remains most firmly fixed, so that throughout life it may not be expelled by any after expression.

He by whom many things must be done, must express himself in few words.

The foundation of all knowledge consists in correctly representing sensible

objects to our senses, so that they can be comprehended with facility.

Blessed is the home where voices resound with music.

Finally let your thoughts, words, and deeds before men exactly agree; let the heart never dissent from the lip, nor the lip from the hand; a man with a double heart is a monster.

If you wish to avoid sins, avoid the occasions of them. * * * He is an imprudent man, who when he sees another has fallen anywhere, still goes directly there.

Take charge of yourself rather than commit that charge to others.

Whatever you are able to do to-day defer not till to-morrow.

Put value on time, so that you permit no portion of it to escape uselessly.

It is the nature of all true possessions that they can be shared by all; and they advantage all more and more in proportion as they are shared by greater numbers.

If universal instruction of youth be brought about by proper means, none will lack the material for thinking, choosing, following, and doing good things. All will know how the actions and endeavors of life should be regulated, within what limits we must progress, and how each man can protect his own position.

What better or what greater service could we perform for the State than to instruct and to educate the young?

It is to the interest of the whole Republic * * * that in every well-ordered habitation of man (whether a city, a town, or a village), a school or place of education for the young be erected.

For though a man may be naturally unsuited to be a schoolmaster, or may be fully engaged by his duties as a clergyman, a politician, or a physician, he makes a great mistake if he thinks he is on that account exempt from the common task of school reform.

From the unalterable nature of the matter itself, drawing off, as from a living source, the constantly flowing runlets, and bringing them together again into one concentrated stream, we may lay the foundations of the universal art of founding universal schools.

Not the children of the rich or powerful only, but all alike, boys and girls, both noble and ignoble, rich and poor, in all cities and towns, villages, and hamlets, should be sent to school.

We must take strong and vigorous measures that no man in his journey through life may encounter anything so unknown to him that he can not pass sound judgment upon it and turn it to its proper use without serious error.

At school all men should be taught whatever concerns man, though in after life some things will be of more use to one man, others to another.

No one should be instructed in such a way as to become proficient in any one branch of knowledge without thoroughly understanding its relation to all the rest.

Let us likewise be children of light and wise in our generation, and let us pray that schools may supply us with as many educated hearers as possible.

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Reports of attendance from 200 State-supported teacher-training institutions received by the United States Bureau of Education show an average increase of 9 per cent over the attendance at such institutions in 1919-20.

COLLEGE INSTRUCTION FOR PROSPECTIVE NURSES.

University of Virginia Will Give Theoretical Training in Preparation for Practical Work.

A special three months' course of theoretical training for prospective nurses, combining instruction in anatomy, physiology, sanitation, dietetics, bacteriology, pathology, and the history and ethics of nursing, will be offered at the coming summer quarter of the University of Virginia.

"One trouble in the past has been that preclinical subjects had to be given along with the practical work of the hospital," said Dr. Hough, dean of the department of medicine, recently. "Hospital work is extremely fatiguing and probationers often come to their classes completely worn out."

"We can relieve this situation to a considerable extent by providing probationers with a course in theoretical nursing before they enter upon their practical training. Such a course will serve as a foundation for subsequent experience in wards and operating room."

"It will largely take the place of the probationary period and will give prospective nurses an idea of the arduous careers ahead of them. At the end of three months, those unwilling to make the sacrifices required may abandon the plan. It will then be unnecessary for physicians to spend their time and energy instructing beginners who are unable to stand the strain of hospital work."

"The course will be of special aid to hospitals in small communities where local physicians are now compelled to leave their practice in order to give theoretical instruction to the nursing staff."

GUATEMALA WILL REORGANIZE SCHOOL SYSTEM.

Plans for the reorganization of the public-school system of Guatemala are now being formulated, according to Dr. Julio Bianchi, minister to the United States from Guatemala. Every town in Guatemala with a population of 500 or more persons is to have a public school, and each of the 22 departments of the Republic is to have a manual-training school. These manual-training schools are intended especially for the Indian population.

Five bills have been introduced in the general court, or legislature, of Massachusetts which provide for the instruction of children in fire prevention.

BRIGHTEST CHILDREN ARE THE MOST RETARDED.

Taking Ability Into Consideration Dull Pupils are Pushed Forward Faster Than Bright Ones.

By RUDOLF PINTNER, *Ohio State University.*

In spite of the great value of educational tests and of mental tests as they are now used in our schools, it is very obvious that we are not realizing their full value as long as we go on using them as more or less independent measures. What is needed is a combination of mental and educational tests to the end that we may know how much educational attainment may be expected of each level of mental ability. To utilize properly all the intelligence of our pupil material and to prevent it from going to waste, we must know definitely what amount of school attainment can be legitimately expected of each pupil, class, or school that has been measured by means of mental tests.

Attainment Measured by Mental Ability.

The writer has devised and standardized a mental and an educational survey test. Norms are based on more than 4,300 cases. By means of these two tests we can evaluate educational attainment in terms of mental ability. We can tell whether a pupil or class or school is accomplishing what is to be expected in terms of the mental ability possessed. In this way the school can be given an efficiency rating which is often very different from what would have been the case if we had depended upon the results of educational tests alone.

A study of 4,215 cases shows that bright children are much more likely to be educationally retarded than dull ones, if we take into account their mental ability. Of the 900 cases showing a marked inability in school attainment in comparison with their mental ability, 47 per cent were classified as mentally bright, whereas only 8 per cent were classified as mentally backward or dull. On the other hand, of the children who were accomplishing more than is ordinarily accomplished by children of like mentality, we find only 11 per cent belonging to the mentally superior group and 40 per cent belonging to the mentally slow group.

Pressure Is On Slow Pupils.

Measurements such as these bring out very definitely the tendency in the public schools to attempt to keep all children moving along at the same pace. The children who retard this general movement most definitely are the mentally slow, and, therefore, much extra pressure

is brought to bear upon them. There is no objection to this in itself, except in so far as it detracts from attention that should be given to the average and to the brighter child, and unfortunately this is the case.

The mentally bright child is the most retarded and the most neglected child in our schools. By neglecting to pay proper attention to individual differences in mental ability, we are allowing much of the best intelligence to go to waste. The proper use of combined mental-educational survey tests will bring these discrepancies to light.

INTELLIGENCE SCALE FOR PRIMARY GRADES.

Involves no Reading, Writing, or Complicated Drawing—May Be Given in 20 Minutes.

By FORREST A. KINGSBURY, *University of Chicago.*

A group intelligence scale for primary grades, pictorial in character, and involving no reading, writing, or complicated drawing, has been devised and standardized.

Four groups of tests are included in the scales: A group of eight single tests, designated "right answers" tests; an opposition test; a series completion test; and a form test, which were found to test largely different abilities and to supplement one another.

The test requires about 20 minutes to give, and papers can be scored rapidly.

This combination of tests was found, among 234 kindergarten, first, second, and third grade children, to yield coefficients of correlation (rank method) with Binet-Stanford mental ages ranging from 0.50 to 0.87, and averaging 0.69, and with teachers' estimates of 0.53.

From a test of 1,300 first, second, third, and fourth grade children, tentative age and grade norms were established. The scale with instructions and scoring key has been published by the Bureau of Educational Research at the University of Illinois.

AMERICAN EDUCATIONAL IDEAS FOR ALBANIA.

Albanian schools will be surveyed by Elmer E. Jones, head of the department of education in Northwestern University, at the request of the Albanian Government. Prof. Jones will remain in that country for several months, and will recommend a plan for the reorganization and improvement of its educational system, which is now of rudimentary character.

INDIFFERENT TO PROGRESS OF LEGAL EDUCATION.

Dean of Columbia Law School Says American Bar is Apathetic to Constructive Projects.

Constructive suggestions for the improvement of legal education should be made by the American bar in order to maintain and advance the standard of legal ability in the United States, according to the annual report of Harlan F. Stone, dean of the law school of Columbia University. The English bar as a whole is superior to the American, says Dr. Stone, and he attributes this superiority to liberal college training.

"Perhaps the most serious drawback to progress in legal education at the present time," says Dean Stone, "is the apathy of the bar as a whole and of bar associations in particular toward all constructive projects for improving legal education and raising standards of admission to the bar."

"The bar has been content to leave the problems of legal education and the improvement of the bar through the improvement of and better methods of bar examination to the ministrations of the 125 or more law schools of the country, good, bad, and indifferent, without the active interest and cooperation which ought to exist between an organized profession and the educational institutions which train its membership. A not unnatural result has been the steady growth in number of those who apply for admission to the bar with a wholly inadequate education, both general and professional."

"Very generally both the bar and the professional schools have underestimated the importance of the liberal college education as a preliminary to law study. In the development of legal education we have not taken into account sufficiently the fact that legal training becomes more effective when it is founded on adequate liberal education, and that there are infinitely greater possibilities of improving legal education and raising the quality of the bar through insisting on thorough college training as a preliminary to law study than by the elaboration and refinement and extension of law-school curricula."

About 300 pupils of the schools of Washington, D. C., are supplied with hot soup or cocoa by a local chapter of the American Red Cross. The food is prepared at a central kitchen and distributed to the schools in suitable containers. It is there reheated and served to the pupils by members of the Red Cross. Each pupil served pays 5 cents.

A TYPICAL OHIO RURAL SCHOOL.

Monroe Township Consolidated School Is Well Equipped and Performs Real Community Service.

By L. F. SCHIESER, Township Superintendent of Schools.

Preble County, Ohio, is a typical rural county of the Middle West. With a total population of about 25,000, its largest village is Eaton, numbering about 3,000 people. Monroe Township is a farming community of 2,000, and its only village, Eldorado, has about 300 inhabitants.

Building Well Adapted to Its Purpose.

The consolidated school for the township was organized upon the completion of its handsome new schoolhouse in 1916. The building, with its equipment, cost \$65,000; and it contains eight grade rooms, an assembly room, science laboratories, workshops, an auditorium with a capacity of 550, a gymnasium, a library, a banquet room, inside toilet rooms, teachers' rest rooms, and an office.

The school grounds cover 10 acres, and recent improvements have added much to their attractiveness. Two tennis courts, a volley-ball court, and a baseball diamond are provided for the pupils and for community use as well.

Pupils are brought to the school by wagons and automobile trucks over 15 routes. About 400, including nearly 100 high-school pupils, are enrolled. Seven grade teachers, three high-school teachers, and four special teachers instruct them.

The Curriculum.

The curriculum comprises not only the recognized academic subjects but is enriched by music, manual training, home economics, and a Smith-Hughes course in agriculture. All these subjects are handled by special teachers and the work done is both practical and cultural.

This year the high-school orchestra numbers 20 pieces and the high-school glee club has an enrollment of 30 pupils. Twenty-five high-school students are taking manual training or farm-shopwork and 39 are taking some phase of home economics. Such an enrollment, when there are fewer than 100 students in the high school, shows the demand for this type of work, since most of it is elective. So far the work in physical culture is carried on largely in the play periods. Two grades are dismissed for play at one time and one teacher is in charge of each play period.

The work in vocational agriculture under the Smith-Hughes law was in-

stalled in August, 1918, after the necessary conditions and requirements were approved by the State board of education.

Smith-Hughes Course in High School.

According to the State plan for the four years' course, freshmen and sophomores are grouped in one class while juniors and seniors constitute another. The subjects offered during the four years are as follows: Farm crops and horticulture; animal husbandry, soils, and dairying; farm engineering and management; and farm shop work.

In order that the work may be as practical as possible, each pupil is required to carry out a project on the home farm or elsewhere, thus putting into practice the principles learned in the classroom.

The classroom work is vitalized and supplemented by laboratory exercises, field trips, and the use of illustrative material. The work in farm shop, one unit of which is required of each pupil, affords an excellent opportunity for the practical use of tools in making many useful devices for the farm and home.

School Garden and Orchard.

On Arbor Day, April 4, 1919, an orchard of 100 trees was planted on the school grounds by members of the agricultural classes, assisted by volunteer citizens. The orchard is now and will be for a number of years farmed as a school garden, the proceeds of which will go toward the maintenance of the home-economics department of the school.

The purposes of this orchard project are: (1) A practical application of the Smith-Hughes work in horticulture, including the care and marketing of fruit; (2) a model orchard for the community; (3) a source of profit for the school; (4) a means of adding to the attractiveness of the school grounds.

Motion Pictures in the School.

In the summer of 1919 a motion-picture outfit, costing about \$830 and secured through stock subscriptions of patrons at the rate of \$10 each, was installed in the auditorium, and weekly shows have since been given.

The present aim of this motion-picture project is primarily community education and entertainment, but some good is also derived by the school through objective teaching. The real value of the motion-picture machine to the school will be fully realized as soon as the stock subscriptions are paid off and a fund maintained for objective teaching throughout the entire school. At the same time it will continue to serve the other purpose, namely, that of education and entertainment for the community.

The School a Community Center.

The school is now functioning as a community center in many ways and will continue to find new opportunities in this field as the years go by. A definite purpose is always in mind when this work is planned. These purposes will vary with the time and demands of the community and the school. Our aims of community work so far may be summed up as follows: Sociability, inspiration, education, entertainment, and immediate practical benefit to the community. Many functions have been planned which in a way fulfill all of these aims, but there is always one chief aim in every function.

Our box socials and carnivals have produced funds for the school and have afforded entertainment.

A lyceum course has been presented each year, and this feature has been highly successful. Each year four grades, the upper and lower alternating, put on a Christmas program. School plays, orchestra, and glee-club concerts, literary programs, and other school entertainments have been given.

The building has served as a meeting place for various out-of-school organizations, such as the Farmers' Equity Exchange, the Monroe Township Tobacco Growers' Association, and the Monroe Grange. The school basket-ball games are all held in the gymnasium, and other school affairs, such as club meetings, junior-senior receptions, class parties, and faculty parties are held here.

Receipts Invested in School Equipment.

Our receipts for this community work since the spring of 1917, exclusive of athletics, have been \$2,722.95. After taking out our expenses, we have invested in school equipment and necessities \$1,256.99. Our motion-picture show has been kept separate from this fund, and probably will be so continued until the stockholders are paid off. In this project we have cleared approximately \$250.

For the past year we have kept a record of attendance at our community functions and, including athletics and movies, we have had 10,000 people present. The pupils were not counted unless they attended functions when school was not in session.

Boys' and girls' club work has been given considerable attention. In the year 1919 our pig club won first prize at the county fair and won second prize in the year 1920. In each of these years our boys won first and second individual prizes in this work. Our canning club fared equally well, winning first prize in 1919 and in 1920, and first and second individual prizes in 1920. In the two years six pupils received trips to the Ohio State University for one week.

TEACHING COLLEGE PROFESSORS TO TEACH.

Experiment at Pennsylvania State College Proves Highly Successful—
Second Course Is Arranged.

By R. L. WATTS.

What are the chief considerations we have in mind when seeking the services of new instructors in an agricultural college? Do we not generally raise such questions as, "Has the applicant had the required technical training?" "Is he well grounded in the fundamental sciences?" "Has he a thorough knowledge of soils, farm crops, pomology, or the subject he is to teach?" Then there may be a long list of questions regarding character, personality, habits, etc., of the prospective instructor. If he has had teaching experience, of course we want to know whether or not he was successful. If he has just completed an undergraduate course, however, does the idea even occur to most of us that we might very properly ask a few questions regarding his training in pedagogy or in the principles and practices of teaching? A survey of the teachers in the colleges of agriculture would, no doubt, reveal the fact that most of them have not had training in professional educational subjects. Their knowledge of what to teach is far greater than their knowledge of how to teach.

Some Teachers Pursue Professional Courses.

Various means have been employed for the improvement of college teachers in service. A small number of the teachers pursue resident professional courses in educational subjects, given in other departments, and that method deserves encouragement. A much smaller number of the instructors are so ambitious to become "top-notchers" in the profession that they ask for leave of absence in order that they may take special work in pedagogy at some institution that ranks high in the quality of work in educational psychology and kindred subjects. Unquestionably this means of improvement should have our heartiest support. Again, much has been accomplished by the careful supervision of the courses offered.

However, these means have been inadequate, and the vital question to raise, in view of the fact that most college teachers of agriculture have not had training in professional educational subjects, is "What can be done in residence to improve the teaching methods of the present staff?"

Experiment Result of Faculty Action.

This problem presented itself to the faculty of the School of Agriculture of the Pennsylvania State College and by the

unanimous vote of its members an experiment in teacher-training was decided upon.

In the first place it should be made clear that this was a project of the faculty, the members of which were anxious to improve the quality of their work. Their favorable attitude was shown not only by the unanimous vote to undertake the work, but more positively by the enrollment in the class of 95 per cent of the teaching staff, in addition to a number of specialists who were engaged wholly in research.

Professors Become Attentive Pupils.

Accordingly, Dr. William H. Kilpatrick of Teachers College, Columbia University, was invited to come to State College to teach the teachers of the School of Agriculture. Hours were selected when all could attend. The work continued one week. Ten lessons were given during this time.

This was a real class in every sense of the word. Its members were present on time, showed intense interest, took notes, endured the embarrassment of some questions from the teacher which they could not answer, quizzed their instructor, remained to ask questions after class, and read assigned readings. This in itself was of inestimable value to men who are eager to do the very best work in the class-room. Interest grew from day to day and when the course closed every member of the class considered the venture a signal success.

A survey was made among the teachers to determine their attitude toward the plan after five months of experience in the classroom following Dr. Kilpatrick's course. Among their comments may be mentioned the following:

Attitude Five Months Afterward.

"Dr. Kilpatrick's explanation of the process of learning and the essential factors involved could not but be of great help to all teachers, young and old, but especially to the young teacher who has not formulated a more or less definite system of teaching."

"His lectures have had a marked influence on my daily teaching. The short courses in soil fertility were worked out according to his questioning scheme, and I was very much pleased with the results, and shall endeavor to incorporate more of his ideas each year. With my four-year

men I have not followed his questioning method fully, still I have endeavored to interrupt my lectures by asking questions as often as possible. Have tried to avoid the 'parrot' lecture method."

"I believe that in the past nearly all of us have paid too little attention to the method of presentation. I think that we have allowed the importance of the subject matter to overshadow the methods used in presenting it. Many of us have become so accustomed to the old methods that it will take a lot of teaching for us to change to the new."

"Went first out of curiosity; then could not stay away."

"Was most impressed with his arguments in favor of inductive teaching as opposed to the common method of giving lectures only, with little opportunity for discussion or for stimulating the initiative of the student."

"In the past teachers have seemingly gone on with the idea that the information which they have is all sufficient and that the student must adapt himself to conform to the idea of the teacher. Dr. Kilpatrick's lectures would seem to indicate that the teacher must study very carefully his students and adapt his work to their needs."

Group Discussions Are Helpful.

"Have prepared for my course sets of questions with references; these to be studied and discussed at a later meeting. This plan has been found to work well."

"A number of our teachers formed the habit of meeting in small groups to discuss Dr. Kilpatrick's lessons. This was at Dr. Kilpatrick's suggestion, and they found it so helpful that they have been continuing conferences on the subject of 'Improving methods of teaching our subject.'" (From a department head.)

"Through his aid we feel that we are making greater progress in developing our students to do their own thinking."

"Suggested ways of carrying out a teaching program that were of very material benefit."

"I can most heartily recommend a repetition of these courses or a new course of lectures that would further improve the teaching in the college."

"The week's contact with Dr. Kilpatrick fixed the desire among those who attended to encourage the students to take a more active part, and encouraged them to contrive ways and means for getting the students to seek out fundamental truths for themselves instead of taking ready-made ideas and conclusions from the instructors."

NOTE.—The faculty of the School of Agriculture of The Pennsylvania State College recently took another short course on methods of teaching, under Dr. W. W. Charters.

SCHOOL LIFE

Issued by the Department of the Interior,
Bureau of Education.

Editor, JAMES C. BOYKIN.

TERMS.—Subscription, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be by cash or money order. Stamps are not accepted.

MARCH 1, 1921.

TEACHERS OF BRITISH EMPIRE EXCHANGE PLACES.

An exchange of teachers between Great Britain and her colonies is being arranged. A number of teachers from England, Scotland, and Wales and from New Zealand and other colonies will go to Canada for a period of one year, while Canadian teachers will go to those countries and teach for a year. The teachers will receive salaries while teaching, but will pay their own travel expenses.

AN INJURY TO STATE AND NATION.

The following extract from a letter recently received by the Commissioner of Education is typical of conditions in all States and in most communities in the United States. Its publication may assist in making the people of the country at large conscious of the fact that they are doing not only a great injustice to teachers by payments of salaries less than teachers can live on, but are doing also a great injury to themselves and to the present and future welfare of State and of Nation.

Teachers must, of course, have the missionary spirit. Good teachers are missionaries in a very high sense; but the people to whom they are sent ought not to continue to be cannibals:

"I am safe in saying that my education has cost many thousands of dollars and much time and hard work, but I left the profession two years ago because the Negro janitor in the building where I taught, who could neither read nor write, was making more salary than I did.

"I love to teach; I love children with all my heart and soul, and was born with infinite patience and most of the attributes that successful teachers require, and I am anxious to return to that work just as soon as I can make sufficient money on which to live. Teachers carry a certain social prestige with them, in

consequence of which they are expected to live in respectable quarters and appear well. Where a woman is dependent, solely, upon her own resources, it is a matter absolutely impossible on present salaries, and that is why the forces of the profession are so depleted. In my commercial teaching, I have had hundreds of young women studying for office work because they could not make a living in the schoolroom."

SPAIN DEMANDS RECIPROCITY IN PROFESSIONAL LICENSES.

Permission to practice a profession in Spain will not be granted hereafter to persons who acquired their training in countries which do not grant similar privileges to graduates of Spanish institutions. A royal order to that effect was signed by the King of Spain on December 28, 1920, and all the authorizations which have been granted to foreign physicians, dentists, engineers, and mining engineers will expire at the end of the period for which they were granted.

The preamble to the decree, which was prepared by the President of the Council of Ministers, states that "in the present state of learning in our country, there is no reason which justifies a generosity which is not reciprocated by other countries which enjoy it; above all, when it is not a question of the studies in the various professions, but also of the licenses authorizing the practicing of these professions with the personal profit derived therefrom."

ANOTHER CATHOLIC UNIVERSITY FOR SWITZERLAND.

Lucerne, Switzerland, is to become the seat of a Catholic university, and large sums for the project are being subscribed by the German Rhine provinces, according to the New York Times. Two large hotels, built shortly before the war, are to be converted into university buildings at an estimated cost of 15,000,000 francs. One of the buildings will be used as residential quarters for students and professors.

Opposition to the project has come from Fribourg University, hitherto the only Catholic university in Switzerland, and a delegation has been dispatched to the Vatican to request intervention, the Times says. The supporters of the proposed university at Lucerne point out that Fribourg University is entirely a French-speaking institution, that Lucerne University would be German-speaking, and that because of the decline of institutions of higher education in Austria a German-speaking international university is necessary.

NATIONAL UNIVERSITY FOR SOUTHERN CHINA.

Continued interest in education in the Republic of China, in spite of political and economic disturbances, is shown by the plans formed by leading men of the southern Provinces to establish at Nanking a second National University. Such a university will enable hundreds of young people, graduated from the secondary schools of these Provinces, to continue their studies without traveling to Peking, where the National University is established.

It is hoped that the university will open its doors next fall. A greater part of Nanking Teachers' College, already established, will serve as the foundation of the university. The university will embrace a college of liberal arts and sciences and four professional schools, namely, agriculture, engineering, commerce, and education.

HAWAII REGULATES JAPANESE LANGUAGE SCHOOLS.

Instruction for Japanese in American history, ideals, and institutions is provided in Honolulu, Hawaii, under the auspices of the citizenship education committee, of which Walter F. Frear, former governor of the Territory, is chairman. Ninety Japanese, 63 of whom are Japanese-language school-teachers, are enrolled.

The purpose of the classes is to prepare Japanese-language school-teachers to qualify under the new law, effective July 1, which places all foreign-language schools under the control of the Territorial department of public instruction, and limits their sessions to one hour a day after the hours of the public schools.

RESTORATION OF GERMAN-LAN- GUAGE INSTRUCTION.

Classes for the study of German in Chicago high schools were authorized recently by Peter A. Mortensen, superintendent of schools. A sufficient number of pupils must enroll to justify a class in German before a teacher of the subject in any high school will be provided. Similar action has been taken or is contemplated in nearly all the school systems from which German was banished during the war.

Physical education supervisors in the schools of Oakland, Calif., make a survey of seating conditions in the schools at the beginning of each semester and present to the principals recommendations for any adjustments necessary for correct posture.

UNIVERSITY DEPARTMENTS OF EDUCATION.

Development in 40 Years—For 20 Years a Single Professor Sufficed for Michigan.

By C. O. DAVIS, *Professor of Education, University of Michigan.*

If evidence were needed to show the keen interest which is taken in America in teaching as a profession, the curricular offerings, the roster of instructors, and the enrollment figures of students in attendance in connection with the summer sessions of some of the departments of education in colleges and universities would furnish the necessary data. The situation at the University of Michigan is a case in point.

The department of education in the University of Michigan was established in 1879, the first of its kind in any university in America. At the outset, and for 20 years thereafter, one professor alone conducted all the courses that were offered, and found difficulty in gathering together sufficient material to keep himself and his classes occupied throughout the college year. The work centered about the philosophy and history of education, and consisted, to a large degree, of interpretations and criticism of certain old but revered educational classics. There was no real science of education, and little exhibition of education as an art.

Origin of Eleven-Hour Rule.

A professor's full quota of teaching hours in 1879 was, as now, approximately 10. At Michigan the professor in charge of education devoted the customary 10 hours to academic work of the accepted type and, in addition, offered a one-hour course on practical problems relating to methods of teaching and classroom management. Eleven semester hours, therefore, became the standard number of hours of "professional" training demanded of prospective teachers graduating from Michigan, for the simple reason that 40 years ago there was not sufficient material of a professional character to furnish more. Eleven semester hours likewise became established in the statutes providing for life certificates for teachers in the denominational schools of Michigan and 11 semester hours, by the force of this tradition, became the required number of hours demanded of teachers by the powerful standardizing agency, the North Central Association of Colleges and Secondary Schools. And the rule stands to this day.

With the opening of summer sessions in connection with universities about 1895,

and with the more recent development of the scientific side of education, a veritable revolution has taken place in respect to the range, kind, and nature of the curricular offerings, in the numbers of students pursuing the courses, and in the size of the staffs devoting their time to the work. While these changes are noticeable in the regular sessions of colleges and universities, they are especially conspicuous where summer sessions are considered.

For illustration, take again the case of the University of Michigan. In 1900 two men offered two courses each, to an aggregate number of students of less than 100. For the summer session of 1921, the roster contains 21 names.

The courses offered in the summer session of the University of Michigan for 1921 total 27, or an aggregate of 54 hours' credit. This is typical of the work done by other institutions of like standing.

UNEMPLOYMENT INCREASES SCHOOL ATTENDANCE.

Survey of "Better Schools Service" Indicates Public Schools Enrollment of 21,500,000 in 1920-21.

Thousands of boys and girls who left school to enter employment during the war and the months following the armistice have returned to school because of the present decline of wages, according to the report of a survey conducted by the Better Schools Service, a bureau of the American Federation of Teachers. School membership in the United States during 1920-21 is approximately 1,500,000 more than in 1919-20, or a total of 21,500,000, the report says. The survey shows that in the large cities the average increase is 10 per cent, but the average increase for the entire Nation is reduced to about 7.5 per cent, because of the decline in efficiency of the rural school.

"The great rush of attendance has taxed the already overcrowded school to the limit," the report continues. "Authorities agree that the best work can be done in schools where there is one teacher for each 25 pupils, and yet the average for the 15 largest American cities is more than 36 pupils per teacher. Philadelphia has 46, Chicago 44, St. Louis and Milwaukee 40, New York 39, Los Angeles 37, Newark and Baltimore 36, and Detroit 35 pupils for each teacher."

The largest school in China of any sort is that maintained in Shanghai by the Young Men's Christian Association. It maintains a day-school curriculum covering seven years and also evening courses of the familiar Y. M. C. A. type.

EQUAL SALARIES FOR EQUAL QUALIFICATIONS.

Elementary Teachers Receive as Much as High School Teachers With Similar Preparation.

Equal salaries for teachers with equivalent ability, training, and experience, whether they are employed in high schools, junior high schools, or elementary schools, are provided by the salary schedule which became effective in Denver, Colo., on December 1, 1920.

The minimum professional training required for appointment to a position in the elementary schools is graduation from a standard two-year normal-school course (two years above the high school) or its equivalent.

Approved experience up to two years in other school systems is recognized in the new schedule and liberal provision is made for leaves of absence for advanced study or for sickness.

| Preparation. | Minimum. | Maximum. | Yearly increases. |
|---|----------|----------|----------------------------------|
| Normal school graduate (high school plus two years) or less. | \$1,200 | \$2,040 | 7 x \$120. |
| High school plus three years. | | 2,280 | 2 x \$120 above \$2,040 maximum. |
| High school plus four years (for teachers with four years of professional training not organized so as to obtain a degree from a standard college or university). | | 2,520 | 2 x \$120 above \$2,280 maximum. |
| A. B. degree from standard college or university. | 1,500 | 2,880 | 8 x \$150 and 1 x \$180. |
| A. M. degree..... | | 3,080 | 2 x \$100 above A. B. maximum. |
| Teachers appointed in last few years who have less than the minimum requirement as to preparation. | | 1,800 | 6 x \$100. |

SOME ELEMENTARY TEACHERS RECEIVE \$3,250.

Entrance salaries for elementary teachers in the schools of New York city are \$1,500 and \$1,900, the first for teachers of the kindergarten and the first six grades, the second for teachers of the seventh and eighth grades. The \$1,500 salary increases by an annual increment of \$125 to a maximum of \$2,875. The \$1,900 salary increases by an annual increment of \$150 to a maximum of \$3,250.

Two women must be appointed to the State Board of Education of New Jersey, in accordance with the provision of a law recently enacted. The membership of the board was increased from 8 to 10 to permit their appointment.

SWEDISH TEACHER DISCUSSES AMERICA.

Expresses Surprise at Authority of Laymen Over Teachers—Women's Salaries Too Low.

"There are strong educational ties binding the old world and the new—the schools, the children, love, and righteousness, a sufficient program for international cooperation. Education in the old world is based on the injunction according to the catechism, 'Thou shalt fear and love'; but America has reversed the order, 'Thou shalt love and fear.' There is more evangelizing in practicing love and good will and trust in each other as the basis for cooperation than in filling the curriculum with denominational differences," said Mrs. Jenny Velander recently, in discussing the differences between education in Sweden and in America.

Studied Schools in All Sections.

Mrs. Velander is a professor in the Teachers College of Skara, Sweden, and has toured this country during the past year, visiting public schools, normal schools, colleges, and universities in all parts of the country from the New England States to the Pacific coast. She spoke with appreciation of the courteous reception extended to her at all our institutions, and of the hearty hospitality of the American people.

As a critical observer, Mrs. Velander found in our school systems some characteristics that should not, in her opinion, be introduced into other countries. She said, "In my native land we should never be able to secure competent teachers, either men or women, if we had a legal status for them that left so much power to the arbitrary judgment of individuals. In America this power is vested not only in skilled teachers and educators, but often in persons whose authority over those who devote their lives to teaching depends upon the majority in a popular election.

Official Relations Governed by Law.

"The Swedish conception of the proper method of handling these delicate questions is to deal with them as group questions. Problems of this kind are placed in the hands of committees and specialists; their reports are submitted to the criticism of all concerned, and decisions are rendered by the Government and the Riksdag. Even a superintendent may not interfere with his subordinates according to his personal opinion, but only according to statutory regulations.

"The Swedish view is that the teacher's calling must be regarded as a life work, that the best possible preparation for it must be required, and that the teacher's remuneration must be sufficient to maintain him at the proper standard of his profession.

Provide Adequate Salaries and Pensions.

"If teaching is a life calling, teachers do not change their occupation nor create complications in protecting themselves against employers. When the school sets up the standard of living and at the same time limits the teacher's opportunity for earning money otherwise, it must pay an adequate salary and must provide for those teachers who are worn out through age or illness.

"If the school does not accept these conditions it will either get no teachers, or it will get teachers of inferior fitness and preparation, because other employers will be preferred to the school," she said. "This is especially true as long as the pension system does not exist, and the teacher is compelled to provide also for old age. Evidently, in America, there are three factors that confuse the understanding of the situation by the public.

Many Work at Low Wages.

One is the large number of persons who are willing to undertake the work of teaching, with or without training. Another is that woman's labor is available at low wages. The willing victims frequently agree to live as the lilies of the field and to dismiss all material questions until the stage of fading is reached. The third factor is the rich supply in America of the means for education. This is due largely to the fact that American traditions have created a system of school support by wealthy and willing donors. But this source of maintenance is not dependable. If public ideals change, or if patrons see other means by which they may be rescued from oblivion, then America will discover that to build a system on the munificence of donors is to build on the sands.

Private Benefactions Regulated by Law.

"According to the Swedish conception, the State must possess all means necessary to maintain a high cultural plane. That which individual good will may give is always welcome and can always be used. But our Constitution contains a paragraph imposing upon the State the duty of judging the manner in which it is to be used. A democratic State must control the powers that affect the schools. Its fundamental democratic principle is not freedom for all, but justice to all, injustice to none."

STATE INSTITUTIONS FOR HIGHER EDUCATION.

Michigan University Has Largest Enrollment and Massachusetts Institute Has Greatest Endowment.

Statistics of State universities and State colleges, for the year ended June 30, 1919, have been published recently by the United States Bureau of Education, with a statistical summary of higher education, public and private, for the year 1917-18. Ninety-two public institutions are included in the compilation.

The highest salary for any president of a public institution was \$12,000, the sum paid by the University of California, University of Illinois, the University of Minnesota, and the University of Washington. Presidents of five institutions received \$10,000 in 1918-19. The highest salary for a dean was \$7,000, paid at the University of Michigan and the University of Minnesota; for a professor \$8,000, paid at the University of California; for an associate professor \$4,000, paid at the University of California and the University of Minnesota; for an assistant professor \$3,600, paid at the University of Illinois; and for an instructor \$2,750, paid at the University of Minnesota.

The largest total enrollment, excluding duplicates, 8,857, was reported by the University of Michigan. The greatest endowment, \$9,396,553, was reported by the Massachusetts Institute of Technology. The greatest total working income, \$4,242,481, was reported by the University of California. That university also received the largest State appropriation for current expenses, namely, \$1,879,411.

According to the summary of higher education for the years 1917-18, student attendance increased 309 per cent at public institutions from 1890 to 1918, and 113 per cent at privately supported institutions in the same time. In three years, from 1917 to 1920, the increase of attendance was 31 per cent at publicly supported institutions and 20 per cent at privately supported institutions. In 1917-18 a little more than a third of 1 per cent of the population of the United States was in attendance at colleges and universities. Students in universities, colleges, and professional schools were about a fifth as many as the students in high schools.

In number of high-school students to each 1,000 in total population, Utah led with 29.6, followed by California with 28.5, and Kansas with 27.5. South Carolina was lowest with 6.5. The average for the entire United States was 17.1.

WARM LUNCHES FOR RURAL SCHOOLS.

Cold Food is not Palatable and Requires too Much Time for Digestion—Lunch Offers Opportunity for Valuable Instruction—Five Ways for Procuring Raw Material.

By HENRIETTA W. CALVIN.

Rural school children need supplementary hot food served at noon at school, to make the cold lunch more palatable and more digestible; to increase the total nourishment taken; to compensate partly for the customary hearty noon meal at home; to provide a reason for sitting down in an orderly manner for their food at school; to afford an opportunity to teach right health habits; and to train in cooperative effort for the common good.

Useful Vehicle of Instruction.

The lunch provides a reason for school talks on right food habits, personal hygiene and home sanitation, and affords opportunity to discover cases of malnutrition, and to interest school patrons in the health condition of the school children.

Cold food may be just as digestible as warm food, but it is not so quickly digested. Digestion does not begin until the contents of the stomach have reached body temperature. If the contents of the lunch pail are at a temperature of 50° when eaten, digestion will wait until that food has been warmed from 50° to 98.6° by the heat of the stomach. This warming process consists of warm blood flowing into the surface of the stomach, yielding its heat and being replaced by other warm blood until enough heat has been surrendered by the blood to bring the food to the requisite temperature. The child whose stomach is full of cold food and is demanding a large quantity of blood to start and maintain digestion has less blood to spare for brain activity, and is apt to be listless, stupid, or sleepy for a considerable period after lunch.

Added Nourishment Highly Desirable.

The child always eats just as much of the cold food as he did previously, and receives additional nourishment in the hot food given to him. It is almost impossible to overfeed a rural child who walks from 1 to 3 miles in winter weather, plays vigorously at noon and recesses, and does outdoor chores night and morning. The added nourishment of the school food is greatly to be desired for all children, and especially for those who give evidence of undernourishment. The agreeable flavor of the hot food, its neat service, the social companionship insured where all sit down to eat together—all contribute to increase the appetite and enhance the palatableness of all the food eaten.

All teachers should receive instruction in the preparation and management of school lunches and should be taught how to secure the cooperation of other social agencies. They should also know how to weigh and measure children and to cooperate with the school nurse and physician.

Summer Schools Might Lend Aid.

Every summer school could in the 10 weeks' session give sufficient instruction in simple food preparation to enable teachers to direct their pupils in making cocoa, soups with a milk foundation, vegetable soups, cereals, and other simple food preparations. Moreover, every summer school should instruct prospective rural school teachers in the fundamental facts concerning nutrition and diet and hygiene and sanitation. It is fully as necessary that the rural teachers be able to advise in the care of the growing human body as to train the growing mind.

The types of food to be prepared at school are limited. Most of the foods needed are produced on the farms from which the rural school children come. Milk, butter, vegetables, fruits, and the occasional soup bone are all farm products. Some sugar, salt, flour, cocoa, and rice must be purchased from the stores.

Many Methods of Procuring Materials.

There are at least five ways by which the raw food material may be procured. First, by voluntary donation; second, by requisition, i. e., by designating the children to bring each needed article in the quantity desired; third, by purchase with money paid daily by the children; fourth, by purchase with money raised by entertainment and social affairs; fifth, by purchase by the school authorities with money from the public treasury.

Some expense is entailed in providing necessary cooking utensils, stove, table, cupboard, and dishes. These expenses can be met by community cooperation.

The extent to which the service of hot foods has reached may be estimated by some recent reports. In Wood County, Wis., 93 per cent of all the rural schools serve warm lunches. At least 1,400 schools in the State of Wisconsin are serving warm food every school day.

The extension division of the Ohio State University reports that 45 out of the 88

counties in the State maintain hot lunches in the rural schools.

In the State of Washington the State superintendent of public instruction and the departments of domestic science of the State institutions of higher education are all interested in promoting this work. The teacherages, so common in Washington, provide an excellent place for cooking and serving.

Economics Required by Law.

The Iowa State requirement that home economics be taught in all seventh and eighth grade classes has reacted favorably upon the school-lunch idea.

Special bulletins on the subject have been published by the Oregon Agricultural College, the State Agricultural College of Montana, the educational department of the State of Maine, the Missouri Board of Agriculture, the University of Idaho, the University of Nebraska, Hampton (Va.) Institute, and other institutions interested in rural welfare conditions.

RESULTS OF RURAL SCHOOL INSPECTION.

Representative of Iowa State Department of Education Visits More Than 1,000 Schools a Year.

Iowa has 10,776 one-room rural schools. They are in 99 counties and had a total enrollment of 214,698 pupils in 1919-20. Personal inspection of rural schools by an officer of the State Department of Education began July 1, 1919. During the year the inspector was in 71 counties and visited 1,047 schools; was present at 97 board meetings and recommended necessary improvements and repairs to be made on buildings. As a result of these meetings, schoolhouses were remodeled, improved heating and ventilating plants were installed, and lighting systems were changed to admit light from the left side and rear, thus insuring better health conditions for the pupils.

Many Schools Apply for Standardization.

Of the schools visited more than 700 applied for standardization. Of this number 615 worked out the suggestions made by the department and were approved, receiving in State aid \$61,744 from the State funds. But the State of Iowa is a large field; the rural work has been more neglected than any other field and therefore needs greater attention. Since September 1, 1920, more than 400 other schools which have been working toward standardization have signified, through their county superintendents, their desire to be inspected for approval.—May E. Francis, Rural Inspector.

CHILDREN TAUGHT BY DOING AS WELL AS BY BOOKS.

(Continued from page 1.)

Is that some things we are doing may be of profit to public education. We realize the importance of the safety device that society has created, public opinion, which sees to it, and rightly, that progress can not be made pell-mell to disaster. But seeing that every business has its laboratory, we have proposed doing a quiet kind of laboratory work to be judged on its merits and its results to be given freely to any school or schools that might wish to use them. We have no patents, copyrights, or protection, and want none.

A Three-Sided Organization.

Here is our scheme, in brief:

The school is organized upon the idea of a triangle: One side stands for student activities, one side for citizenship, one side for solvency—vocational soundness, business success. An educated man should be a student, a practising citizen, and a solvent individual. To teach these three items we have organized:

1. An academic class program, much freer than the usual one, based upon content rather than upon clock-hour credits.

2. A self-governing community which handles the discipline of the school.

3. Businesses regularly conducted for real financial rewards and ministering to the needs of the community.

As a basis for this whole triangle we are using "physical fitness." We make a great point of healthy bodies, through play for everybody, faculty, and students, regularly.

Our 12 years are divided into four groups as follows: Primary, 4 years normally; intermediate, 2 years normally; junior, 3 years normally; senior, 3 years normally.

Pupils Progress According to Ability.

We do not demand a standing and a checking yearly, but at the end of each group period, allowing, of course, the nimble pupil to complete the group work in less than the normal time and the slower pupil to use more time without disgrace.

We have no boarding-school department. Our pupils are all from Dayton, and we have a waiting list of almost 200 now.

We discourage home study by having a long school day and encouraging the use of time in school to avoid the need of studying out of school hours.

Some of the principles we are practicing are:

1. A pupil must be the creator, with the teacher, of the school, if, as the common possession of both, the school is to be loved by both.

Teachers Are Pupils' Companions.

2. This principle makes the teacher a member of the boys' gangs, and of the girls' sets, and.

3. Cancels the silly notion that school work is done for the teacher.

4. Children must be afforded an environment in which they may act naturally if the deductions about child behavior are to be sound. Deductions based on child behavior in an environment which encourages counterfeiting will be counterfeit deductions.

5. The teacher should be a companion and friend rather than a policeman.

6. Pure teacher government causes the pupil to believe that laws are imposed when the truth is laws inhere in the structure of society.

7. Excessive supervision, translated into truth, means that a child's progress is limited by the time a teacher has to inspect all the items of the pupils' work.

8. Self-government, if not "plastered on" a school, but begun simply and allowed to grow, as all safe and sane things do, can be made successful.

9. Children love to do real things. As soon as anything is substituted for reality, that things becomes an artificiality.

10. Books are immeasurably valuable, but are not all of life.

11. Our report card asks, What are the fundamental human occupations which every human creature engages in from the cradle to the grave and to which all mere subject matter is contributing? Why not catalogue these elemental activities and grade in them as the vital responses to be acquired? These 10 occupations, or "arts of living," are as follows: Body building, spirit building, truth discovering, opinion forming, thought expressing, society serving, man conserving, comrade or mate seeking, life refreshing, wealth producing.

I feel personally that the greatest usefulness of private schools is as independent laboratories for demonstration purposes. Indeed, I doubt if America has any other use for private schools.

Our hope is not that insane hope which aspires to producing a new kind of education for the waiting world! God save the mark! We do hope that some suggestion, some plan, some idea, may be helpful here and there. Just this and nothing more do we expect.

"Heroes of American Democracy" is the title of the last-issued home-reading course in the group of nonvocational courses prepared by the home-education division of the United States Bureau of Education.

PHYSICAL CONDITION OF WASHINGTON CHILDREN.

Few are Exactly Normal in Weight—Two-Thirds of Whole Number are Underweight.

Almost one-third of the pupils in the public elementary schools in Washington, D. C., are 10 per cent or more under the weight normal for their years, and 15 per cent of the pupils are 10 pounds or more underweight, according to conclusions drawn from a nutrition study made of 3,913 children in 14 schools of that city. The study was made, under special authorization of the board of education, by school physicians, nurses, and Modern Health Crusade workers.

Weights Recorded Periodically.

The weight of each child was recorded once a month for three months on an individual "watch me grow" card, which also showed what the child should weigh, and bore simple instructions how to gain the correct weight.

Each child was examined and the physical defects discovered were recorded. The parents were notified of defects that were found, and the cases were followed by the school nurses to secure the correction of the defects.

The results of the examination were as follows:

Of the 3,913 pupils examined only 7.8 were of exact normal weight, 67.9 per cent were below normal, and 29.5 per cent were 10 per cent or more underweight. Seven and four-tenths per cent were 10 per cent or more overweight. The colored children were heavier for their age and height than the white children. Of the colored pupils, 26.3 per cent were 10 per cent or more underweight; of the white pupils, 36 per cent.

"Army of the Physically Fit."

A Modern Health Crusade certificate of physical fitness was issued to each pupil who qualified for the school "army of the physically fit" by (1) winning knighthood honors as a Modern Health Crusader, (2) undergoing a thorough physical examination, (3) consenting to the correction of all physical defects recorded by such examination, and (4) gaining proper weight for age and height.

During the spring of 1921 a limited number of nutrition classes will be conducted in the schools of the city to demonstrate their value, and the Modern Health Crusade, in which 61,000 children in the public elementary schools of Washington have participated in the past two years, will be extended and intensified.

NO EXCUSE FOR MUSICAL ILLITERACY.

Any Child Can Learn Elements of Music—Schools Should Supervise Private Instruction.

Have you ever known an unmusical person who did not regret his failure to secure some sort of a musical education? If so, you probably put him down as a curiosity, for practically everybody now looks upon music as an essential. It is a language of every-day life; in the home, on the street, in church, theater, concert hall—everywhere, in fact, that people congregate.

It is a language that few can read, fewer still can write. The percentage of musical illiteracy is appalling. To learn to enjoy the good things of music, one must learn music. To learn music, one should begin at an early age, or the chances are he never will begin. Unfortunately it is that the popular conception of musical talent leads many to believe that only a few are born with a "musical ear," whatever that may be, and that no others need apply.

Every Child Can Learn to Play.

Music is a matter of genius in about the same measure as literature. A great litterateur is a genius, but what has that to do with the knowledge of how to read and write? Great composers require great talent in addition to an ample education; but they, too, have had to learn first the A, B, C's of the musical language, just as any child does who learns any language. In other words, every child can learn to play the piano moderately well, and to appreciate the master-works of musical literature.

But there are many other advantages to be gained from the study of music, aside from the mere cultural value. Dr. Charles W. Eliot, president emeritus, Harvard University, said: "Music rightly taught is the best mind trainer on the list." As a record of thought music study is as valuable from a disciplinary standpoint as is any language study. As a science it has fundamental principles as definite and as conducive to mental concentration as algebra or higher mathematics. As an art it combines the symmetry of architecture with the imagery of poetry.

Requires Individual Instruction.

Music is a worthy item in any educational curriculum. But to include music study as a part of a school course presents another and difficult problem, which has long acted as a deterrent to all efforts along this line. This results from the fact

that so large a part of musical training requires as sort of laboratory work, which demands that the teacher devote the greater part of his time to one pupil—the private lesson.

At last there seems to have been found the remedy for this in the giving of school credit for music study pursued outside of the school, but under the direction or supervision of the school authorities. Without such credit, music becomes a sort of added imposition to the young student, who reckons naught of to-morrow or its needs. Mathematics would be even a greater "bore"—except for the fact that education is compulsory, and a certain number of points must be earned to "get by." But to include music study, even under a private tutor outside the school, in the list of elective branches leading to a promotion or graduation is at once to place it on a different plane than heretofore.

Place Private Teaching on Safe Basis.

If parents chose individual tutors for their children, the educational result, even as to the three R's, would be about as haphazard as the present situation in the field of elementary musical education. Here is where the obligation of the school system enters into the problem, to supervise this private teaching and reduce it to a matter of scientific standards, and safeguard it with such methods of examination as will insure to parent and pupil a proper return, and an incentive to definite application and effort, intelligently directed.—From "School Credit for Outside Music Study," a bulletin of the National Academy of Music.

GIRLS ARE MENTALLY OLDER THAN BOYS.

Physiological age has a direct bearing on physical training, social adjustment, industrial work, and pedagogical advancement. An experimental study just completed shows that the mental age of the individual bears a direct relationship to the physiological age as indicated by height and weight. The results show that at each chronological age the physiologically accelerated boys and girls have a higher mental age than those of the average or below the average physiological age. The girls, when classified on this basis, show a higher mental age for a given chronological age than do the boys. Girls are on the average mentally older than boys.—Bird T. Baldwin, University of Iowa.

Students who depend on odd jobs for the money to pay their way through college are having their troubles. Adverse business conditions have deprived many of them of the work which they were accustomed to do in more prosperous years.

ANNUAL CONFERENCES OF CONSOLIDATED-SCHOOL MEN.

Conferences of persons concerned with the development of consolidated schools are held every year at the Iowa State Teachers College at Cedar Falls. Members of boards of education of Iowa consolidated districts have recently formed a permanent organization and they too will meet regularly at Cedar Falls.

Naturally the question of transportation occupies a large part of the time of the conferences. At the meeting held recently it was conceded that motor transportation saves half the children's time on the roads and that the motors are less expensive than horses. On some short routes, however, on which the roads are very bad, the horse-drawn vehicles are advantageous.

It was stated that in all the districts a "bad roads vacation" is occasionally necessary, and it is to be expected even in well-managed consolidated schools.

SUMMER SCHOOL SCHOLARSHIPS FOR PITTSBURGH TEACHERS.

Improvement of teachers in the Pittsburgh public schools is the purpose to which the Henry C. Frick educational commission is principally devoted. A fund received from Mr. Frick 10 years ago, as well as the \$5,000,000 which will be at the disposal of the commission from his estate, will be used mainly to that end. Already 1,500 teachers have attended summer schools at the expense of the fund, and it is expected that the number will be largely increased during the coming season.

INDUCEMENTS OFFERED FOR SPECIAL PREPARATION.

Leave of absence with pay for four weeks is offered to the public-school teachers of New Haven, Conn., who wish to prepare for work in the classes for subnormal children. A course of instruction will be given to them by Prof. Arnold Gesell. It is stipulated that teachers who take advantage of the offer must be willing to be assigned to the subnormal department when their services are required. The course will begin April 4.

More than \$1,500,000 have been saved by 24,000 children enrolled in 300 city and country schools in and near San Francisco. Deposits by these children in the school savings department of a single San Francisco bank amounted to more than \$730,000 on January 1, 1921, and more than \$800,000 worth of thrift stamps have been purchased by the same pupils.

ADEQUATE SUPPORT FOR HIGHER EDUCATION

(Continued from page 2.)

Determination is born of knowledge. When the American people appreciate the nature and extent of the financial emergency confronting their colleges and universities they can be depended on to supply generously the means for its solution. The American people believe in public higher education.

Now for suggestions for the solution of the financial emergency. State colleges and universities receive financial support from three principal sources: (1) Student fees; (2) State appropriations; (3) appropriations from the Federal Government. What may be expected in the way of relief from these three sources?

Receipts from Fees Are Considerable.

First consider student fees. Many persons do not appreciate how large the income of State colleges and universities from this source is becoming. It now comprises on the average 22.5 per cent of the income received by State institutions. The proportion varies greatly. For instance, Arkansas secures 6.3 per cent from student fees; Tennessee, 6.2 per cent; Idaho, 5.1 per cent; New York, 2.8 per cent; Maryland, 1.5 per cent. On the other hand, Connecticut obtains 41.2 per cent from that source; Mississippi, 46.8 per cent; Vermont, 48.1 per cent; and Virginia, 49.7 per cent. Indiana's universities obtain 25.2 per cent from fees, or 2.7 per cent above the average. The average income from student fees in private colleges and universities is 54.2 per cent of the whole, or more than twice as much as it is usually in State institutions.

The question of the proportion of income to be raised from student fees can be considered with profit in every State in the Union. In some States perhaps the proportion is too high. In others it is easily possible that considerable additional money can be raised from fees without seriously impairing our idea of free higher education. At any rate it is done without much rhyme or system in a large number of States.

State Taxes Must Be Increased.

The next means of meeting the financial emergency in State colleges and universities is the one which commonly occurs to almost everybody, namely, large additions secured through State taxation. On account of the growing wealth of the country the 15 States which have established a mill tax for the support of higher education will doubtless secure some additions to the funds raised by the same tax rate of former years. On account of the natural tendency for the

cost of education to rise more quickly than the assessed value of property, nearly every State institution so supported finds, however, that instead of enjoying security against the whims of a legislature it is now facing self-imposed slow strangulation.

Increased Expenditure Pays.

Can the States provide increased funds for higher education? There is no doubt of it. They have done it in the past and what they have done in the past they can do in the future. In 10 years the amount of money from this source devoted to higher education increased 176 per cent; it is now almost three times as much as in the beginning of that period. This is a tremendous increase and a much greater one, indeed, than the general increase in State expenditures, but it paid. It is not a necessary evil; it is a wise investment.

Let us consider now the possibility of securing greater assistance for public higher institutions from the Federal Government. In 1917-18, 48 of the 112 State institutions, not counting the Negro land-grant colleges of the Southern States, were receiving Federal aid varying all the way from \$125 for the Idaho Technical Institute to \$333,386 for Cornell University. The money received from the Federal Government was only about 5.5 per cent of the total income of the State institutions. In general the percentage of income received by the State institutions from the Federal Government has been steadily declining since 1894, and in 1917-18 the proportion was little more than one-half of what it was 24 years before.

Federal Government Might Contribute.

Such a condition deserves serious consideration. The Federal Government is a good "money digger." It can, as has been amply demonstrated during the last three momentous years, raise huge sums of money through taxation with comparative ease. It has practically taken away from the States one of the best forms of taxation, the income tax, by which it is now raising a large proportion of the money required for national expenses. Considering this fact and the fact that the necessary expenses of State government have been mounting higher and higher, the States may well consider whether or not they have reached the limit of what may reasonably be expected of them. Thoughtful men are now seriously raising the question whether or not the National Government may properly be asked to defray a considerable portion of the expenses of education, including higher education.

There is one more suggestion closely related to adequate financial support for

higher education. Much of what is taught in colleges and universities now is not higher education at all. President Burton expresses doubt that the 80 sections in freshman rhetoric at the University of Minnesota are higher education. It may be doubted, too, that the *ich bin, du bist, er ist* formula, which is given to the freshman in college, is higher education. The truth of the matter is that much, if not all, of the work done in the first two years of college, especially in the college of arts and science, belongs to the realm of secondary education and is so considered in almost every European country.

Make Junior Colleges of High Schools.

It is time, therefore, for communities seriously to consider the establishment of two years of junior college work. Every consideration of economy justifies such a decision. The big universities are reaching the limit of desirable size. The quality of instruction given there in overcrowded classrooms and laboratories is inferior to that which could be supplied more economically by comparatively small additions to the splendid equipment now possessed by modern city high schools. The establishment of public junior colleges would leave the large universities free to devote their entire attention to professional and graduate instruction, which is the true function of a university.

The four points in the program of adequate financial support for higher education which I have presented for consideration are then: (1) Increased funds from student fees; (2) increased funds through State taxation; (3) increased Federal appropriations for higher education; and, finally (4) the establishment of public junior colleges, the expenses for which may be borne by the county or community.

Enlist All Units of Government.

That the benefits to be derived from such a program are desirable there can be no doubt. Citizenship in this country is both national and State. The Nation as well as the State has an obligation of self-interest to see that its citizens have approximately equal opportunities to secure a college education. Therefore in the interest of economy and of the public welfare the Nation, the State, and the community should join hands in providing adequate financial support for American higher institutions.

Courses in hygiene have recently been established in all normal and secondary schools of Greece by the medical department of the ministry of public education.

TEACHERS HOME IN CONSOLIDATED DISTRICT.

History and Details of Operation of a Successful Enterprise in Gilbert, Minn.—Teachers Are Comfortable and Contented.

By K. K. TIBBETTS, Superintendent, Independent School District No. 18, St. Louis County, Minn.

When school opened here in September, 1918, and again in September, 1919, we had considerable difficulty in finding lodgings for teachers. Many had to take rooms that were very uncomfortable and inconvenient, and in some instances the room rent was unreasonably high. After the experience of 1918 the plan was adopted of hiring as many teachers as possible whose homes were in Eveleth and Virginia, and these teachers traveled back and forth each day on the street car. This plan did much toward solving the problem in 1919. During the winter of 1919-20 the school board was finally convinced that something would have to be done soon. The fact that one or two teachers resigned that winter, solely because of poor living conditions, may have led to that conclusion.

Must Prepare Voters for Innovation.

Ours is a consolidated district, and we can legally provide living quarters, but we did not think it advisable to submit the matter of building a dormitory to the voters, for we felt that they did not understand the situation and that they would probably vote against it. Accordingly we leased a large building located on Main Street, known as the Commercial Hotel. This building was in very bad shape, and there was considerable opposition to the project, even among the teachers.

The school board secured a satisfactory lease, and a guarantee from the owner that certain improvements would be made, including the installation of a new heating plant.

Competent Matron Necessary for Success.

A capable matron was hired at a salary of \$150 per month, and she deserves more credit than any one else for making the place a success. By the time school opened she had completely cleaned and renovated the 51 sleeping rooms. Thirty-five of those rooms are large outside rooms with two windows in each. Sixteen rooms are inside rooms, lighted only by skylights. These rooms are not desirable as bedrooms, but it has become the practice of teachers to combine and use an outside room for sleeping and an inside room just across the hall as a living room.

Two of the outside rooms were reserved and equipped as parlors. One inside room

is equipped as a sewing room and is provided with a good sewing machine and worktable. Two inside rooms are used as a storage space for trunks. Another inside room is equipped with wash sink, electric hot plate, ironing boards, and three electric irons. These accommodations are free to those who room in the building. There are three large bathrooms with plenty of hot and cold water.

The cost of the equipment, including a Victrola, a tea set for the parlor, parlor furniture, bedding, towels, wash cloths, bedroom furniture, and other items essential to complete the place, was \$9,745.42.

Can Not Accommodate All Applicants.

Our plans were not complete last June when the teachers went home for the summer, and some of them engaged rooms with private families. Fifteen others live in Virginia and Eveleth and still go back and forth each day on the street car. At the beginning only 30 engaged rooms at the dormitory. At present 40 room there, and the place has become so popular that others would gladly come if they did not feel obliged to stay where they have already engaged rooms. About 60 teachers can be accommodated comfortably, and even more than that will apply next year.

In addition to the matron, the school board hires two maids, a man to fire the boilers and do odd jobs, and a maid for special cleaning two days a week.

The cost of running the place from August 10, 1920, to January 1, 1921, was as follows:

| | |
|-----------------------|-----------------|
| Wages | \$1,395.00 |
| Rent | 1,500.00 |
| Water and light | 200.00 |
| Supplies | 86.10 |
| Laundry | 137.31 |
| Telephone | 13.55 |
| Fuel, about | 900.00 |
| Total | 4,232.56 |

Experience Will Teach Economy.

The room rent was placed too low and will have to be raised. Outside rooms are \$20 per month, two in a room, and inside rooms are \$10 a month, two in a room. We shall probably change this to \$25 for the outside rooms and \$15 for the inside rooms. Even at that price we may not

come out even. The expenses will become less as we learn how to economize. These prices refer only to the rooms on the second floor.

The first floor consists of seven large rooms, six of which are designed for stores and one for a restaurant. This restaurant was equipped by the school board as a public dining room for the accommodation of teachers and public as well. Two persons have attempted to run the place, but have failed financially, as there does not seem to be enough transient business to keep it going.

Restaurant Becomes Cooperative Mess Club.

We have just turned it over to the teachers to be run on a cooperative basis. We feel sure that this plan will succeed. It has been almost impossible for our teachers to get satisfactory table board and four years ago a cooperative club of 25 members was established and was so successful that a second club was organized two years ago. These clubs were in private homes. A good cook was employed at a stated salary and committees of teachers did the buying and took care of the financial end of the business. These two clubs have combined and have taken over the restaurant, and will conduct it for teachers only.

We are using two of the storerooms as schoolrooms to relieve our crowded school buildings, and it will no doubt be necessary to use all of them the same way next year.

Teachers Are Pleased and Appreciative.

Of course, a teacher now and then is dissatisfied with the dormitory, but the majority of them are highly pleased, for they realize that the school board has made it possible for them to live more comfortably and independently than is possible in most private homes.

We may never quite make the place pay for itself, but it is worth the cost, for agitation for salary increases is forgotten and resignations are less frequent. In fact, not a teacher out of the 102 employed by the district resigned at Christmas time this year, though formerly a half dozen or more have become dissatisfied and have left for other fields during the holiday season.

Money Saved and Efficiency Increased.

We feel sure that it would have cost us at least \$10,000 more in increased salaries, to say nothing of inefficiency in the schoolroom due to dissatisfaction with living conditions, had we not been able to provide the home. It now seems that the public favors the idea, and when the lease expires two and a half years hence they will vote in favor of a suitable dormitory built and owned by the school district.

CATHOLIC CAMPAIGN FOR BETTER CITIZENSHIP.

National Welfare Council Engaged in Distribution of Well-Prepared Pamphlets—Other Methods Employed.

Aims and purposes of the national civic education campaign of the National Catholic Welfare Council are set forth in a statement issued recently by the director of the campaign. Recognition is taken of the strivings for democracy which groups of foreigners have made in their mother countries, and of their contributions to the democratic institutions of the United States.

Americanization by Spontaneous Desire.

"We do not believe," the director says, "that the Americanization process should be one of compulsion; but that the privileges of American citizenship should be set forth in such a manner as to bring about a spontaneous desire for naturalization. Our motion-picture programs tell of the opportunities of America, industrially and educationally. Patriotic, dramatic, and comic reels, and local entertainment features add enjoyment to the programs." Several "reconstruction pamphlets" have been issued by the Welfare Council and are used extensively in the civic education campaign.

"More than 1,000,000 copies of 'the Fundamentals of Citizenship' have been distributed free," the director says further, "The pamphlet is a short textbook explaining the A B C's of American democracy. The 'Civics Catechism,' a catechetical adaptation of the 'Fundamentals of Citizenship,' explains in question and answer form the rights and duties of citizens under the American Government. This catechism is published in the languages of several of the leading nationalistic groups included in the United States. The English text appears in parallel column form with the foreign translation, thereby permitting the stranger in America to read in his own language of the privileges, opportunities, and rights of American citizenship, the process of naturalization, and the means of acquiring citizenship, and to obtain knowledge of the English.

Do Not Advertise "Americanization Work."

"This catechism is widely used in community civic centers in some of the most populous cities where large foreign groups are to be found. In such centers we do not advertise our work as 'Americanization work,' but utilize a series of educational motion-picture entertainments to

interest and attract the foreigner. At these entertainments simple talks on citizenship and vocational opportunity are given, often in the language of the group and by their own representatives.

Civics Neglected in Elementary Schools.

"Realizing that in our elementary school system the subject of civics has been universally neglected and that only 10 per cent of our elementary school graduates eventually reach high school, where the subject is formally taught, we have introduced a simple course in patriotism and civics in our 20,000 Catholic educational institutions, emphasizing the elementary facts of government to the 1,700,000 children in our school system. The influence of this instruction upon our next generation must prove beneficial.

"Through more than 100 Catholic papers and periodicals we are reaching weekly approximately 1,000,000 Catholic readers with information relative to the duties of citizenship under the title of a 'Citizenship Column.'"

HONOLULU TO HOLD PAN-PACIFIC CONFERENCES.

First of Series Will Occur in August—Countries Bordering on Pacific Have Common Characteristics.

Plans are well under way for the first Pan-Pacific Educational Conference to be held in Honolulu, August 11-21, 1921. Representatives named by the Governments of Pacific countries will be invited to attend the conference and it is expected that about 75 of them will be present.

Funds for the conference are in the hands of the Pan-Pacific Union. It is proposed to establish a permanent organization that will call and conduct such conferences in coming years.

Education in Pacific Nations Discussed.

The scope of the first conference will be outlined by the United States Commissioner of Education, who has been invited to act as chairman. According to preliminary announcements the program will include (1) A presentation of educational conditions in each country; (2) a presentation and discussion of the possibilities and needs of education in the several countries viewed from the standpoint of their civilization, their form of government, their productive activity, and natural resources; (3) a discussion of the forms of organization of schools and other educational agencies to meet these conditions and minister to these needs; and (4) a discussion of support of education and methods of taxation.

RECOMMENDS UNIFIED CONTROL OF SCHOOL SYSTEM.

California Committee Proposes Board of Education Appointed by Governor and Superintendent Chosen by Board.

Creation of a unified State department of education to be in charge of all branches of the public-school system of California is recommended in the recently published report of a special committee authorized by the State legislature. At present the educational system of the State is under double control, that of the superintendent of public instruction and of the State board of education.

Commissioner to Be Executive Officer.

The report proposes a State board of education, appointed by the governor and under the regulation of the legislature, and a commissioner of education to be appointed by the board, who shall be its executive officer. On his recommendation, and as provided for by the legislature, the board shall appoint assistant commissioners or heads of divisions, and these shall have charge, under the general direction of the commissioner and the board, of such divisions within the department as the legislature may from time to time create.

The purpose of the reorganization, the report says, is "to harmonize and make more effective the work of the different educational institutions supported in whole or in part by the State, to bring them into a properly coordinated and comprehensive whole, to reduce the number of persons at work on the educational problem, to promote efficiency and economy in educational service, and to create a sound and intelligent educational administration for all parts of the public-school system."

Urges Adoption of County Unit.

Reorganization and redirection of education in the rural districts and in small villages is urged. The adoption of the county rather than the district as the unit of administration of such schools is recommended. By this method the number of teachers and school officers could be reduced, and consolidation of schools would be facilitated.

The committee recommends that the normal schools of the State shall be gradually extended into four-years teachers' colleges with the power to grant a professional degree; that these colleges shall offer also junior college work; and that for their development a commissioner for teacher-training shall be provided.